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ABSTRACT

This report summarizes the major events of the National Conference on Combatting Stereotyping in Career Choice and presents concrete ideas and recommendations for future action. It is organized by the following major sections: (1) How Does Combatting Stereotyping Fit in with Career Education?, which includes comments made in the keynote speeches of Dr. Kenneth Hoyt, Director, and Dr. Sidney High, Director of Programs, U.S. Office of Education; (2) What Is Currently Being Done to Combat Stereotyping through Career Education?, which notes results of the American Institutes for Research (AIR) national search for successful efforts in each of the three areas (sex, race and handicap) and the efforts in individual states reported by state coordinators; and (3) Organizations that Can Help, a synopsis of the roles and activities, recommendations, and ways each organization could help combat stereotyping. Names and addresses of conference participants (state coordinators of career education) and invited speakers and program developers are appended. (MEK)

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EXECUTIVE SUMMARY
OF THE
NATIONAL CONFERENCE ON COMBATTING
SEX, RACE, AND HANDICAP STEREOTYPING IN CAREER CHOICE

Conducted by:
American Institutes for Research

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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We all have sex biases. Even people who live and breathe in the equity movement have these biases, but they have become more aware of them and therefore can deal with them more effectively. We must not labor under the misapprehension that only women are hurt by sex role stereotyping. Sex bias hurts everyone. While men are supposed to have all the advantages of money and prestige, many find themselves locked into the impossible bind of the provider role. If he plays the role he's a "workaholic," if not, he's "unambitious." What developes through sex role socialization is a lack of trust between the sexes. This is displayed in open hostility, different emotional expectations, differential treatment, labeling, and sexual teasing. What is needed to combat this is increased awareness through open discussion and modeling. Through these activities we can learn to work together and share leadership. The goals of sex equity are to identify and use all opportunities to build trust and partnership between the sexes and to expand role options for both sexes.

Adapted from the comments of Amanda J. Smith,
Education Consultant in Sex Equity

During the last decade, individuals seeking to understand the problem of race in America have shifted their focus from individual attitudes and values to institutional arrangements and procedures that serve to maintain racial domination. There is concern for the structures, policies, and operational dynamics of institutions and the impact of these elements on equal access to the opportunities and rewards of the larger society. It is recognized, of course, that changes in institutional structures can affect the attitudes and values of individuals in these structures. At the same time, however, it is clear that strategies to reduce or to eliminate racist structures logically precede the reduction or elimination of racist attitudes and behavior of individuals.

Adapted from the comments of Dorothy Height,
President, National Council of Negro Women

The consequences of being disabled are severe--both to the individual and to his or her family. Both have tremendous fears. For the disabled person it is difficult to encounter stares or rejection when out in public, and parents may react by sheltering and overprotecting. When the disabled person is segregated or isolated he or she misses the normal socialization process. Disabled people need to dream. Motivation is critical to survival and success, and peer support and role models can help to build this motivation. We can now begin to take a more optimistic view--more doors are opening and more disabled students are making their way in society. The disabled need to be prepared for careers in society. Requirements that are important to a career must not be waived, but we need to be more creative in looking for new combinations of opportunities. For example, a disabled student may not be able to perform all traditional duties of a nurse, but nursing administration might be a viable alternative.

Adapted from the comments of Edward Roberts,
Director, California Department of Rehabilitation

The preceding statements were adapted from the comments made by three keynote speakers at the National Conference on Combatting Stereotyping in Career Choice. This conference was conducted by the American Institutes for Research under contract to the U.S. Office of Education. Participants included the State Coordinators of Career Education and representatives of national organizations concerned with combatting stereotyping due to sex, race, or handicap. This document summarizes the major events of the conference and presents concrete ideas and recommendations for future action. It is organized by the following major sections.

- How Does Combatting Stereotyping Fit in with Career Education?
- What is Currently Being Done to Combat Stereotyping through Career Education?
  - The National Search for Programs and Specific Program Examples
  - State Level Efforts to Combat Stereotyping
- Organizations that Can Help
- The Next Steps
- Names and Addresses of Conference Participants

HOW DOES COMBATTING STEREOTYPING FIT IN WITH CAREER EDUCATION?

Combatting stereotyping is an integral theme of the career education effort. Dr. Kenneth Hoyt, Director, and Dr. Sidney High, Director of Programs of the U.S. Office of Career Education, stressed this and provided examples of how this is so. Dr. High gave a synopsis of the history of career education legislation and funding leading up to the current situation. He stressed that a thread that has run through all career education legislation--from the 1971-73 pilot program to the 1974-78 demonstration program to the present--is that all programs and activities must be free of and/or designed to eliminate stereotyping.

Dr. Hoyt reiterated career education's current and past commitment to reducing stereotyping. In addition to the numerous career education publications which have made this point, Hoyt indicated that during the demonstration period, 18.8% of all funds went to projects aimed at providing career education for special segments of the population, including women, minorities, and persons with handicaps. Hoyt indicated it would be encouraging to see a similar effort from other federal programs.

In Hoyt's view, career education is a natural and potentially powerful vehicle for combatting stereotyping. Equalizing career opportunities is a goal which can receive the support of virtually everyone. The basic strategies of career education are particularly well suited to addressing stereotyping in that they work with people, involve the community, home, and family. Career education strategies are infused rather than tacked on and extend through the life cycle. Because of this, career education must strongly encourage people who are concerned with stereotyping and bias to use career education as a vehicle for their efforts.

Similarly, career educators need help from individuals who are concerned with bias and stereotyping. The following types of help are needed:

- assistance in providing inservice for teachers
- assistance in finding and using role models
- knowledge of the numbers and kinds of organizations which exist for the purpose of eliminating stereotyping and to have their support

- establishing more coordination between the Department of Labor/CETA and Career Education
- expanding to post-secondary and adult areas
- materials which illustrate women, minority persons, and persons with handicaps in a wide variety of occupations.

Hoyt concluded his remarks by saying:

> As we now move from the demonstration to the implementation phase of career education, the commitment of OE's Office of Career Education to contributing to reduction of bias and stereotyping through the vehicle of career education remains strong. I hope that some experts in the bias and stereotyping area will develop a similar sense of commitment to career education. If this happens, great benefits are sure to come to those we both are committed to serve.

WHAT IS CURRENTLY BEING DONE TO COMBAT STEREOTYPING THROUGH CAREER EDUCATION?

Three approaches to answering this question were taken at the conference. First, the results of AIR's national search for successful efforts were reported. Second, examples of specific programs were provided. Third, the State Coordinators of Career Education were asked to describe and discuss efforts in their individual states.

NATIONAL SEARCH FOR PROGRAMS AND SPECIFIC PROGRAM EXAMPLES

The American Institutes for Research has conducted an extensive national search for successful programs designed to combat sex, race, and handicap stereotyping in career choice. Summaries of what was uncovered in each of these areas are presented on the following pages. Approximately ten programs from each of the three areas were selected for inclusion in a program manual. This manual is one of the major products of the AIR study and will soon be available to educators throughout the nation. The program descriptions in the manual give an overview of the development and implementation of the programs plus suggestions for replication. Three of the programs were selected for highlighting at the National Conference. A brief presentation on the selected program follows each summary.

Results of the National Search: Programs Designed to Combat Sex Role Stereotyping

How many programs were reviewed?

- We received materials and rather complete descriptions from 63 programs; 32 passed our screening criteria,* 31 did not.
- 18 were designed specifically for females; of these, 7 passed the criteria.
- 45 were designed for both males and females; of these 25 passed the criteria.

The programs designed for females (n = 18)

- All were designed for students, but three had components for school staff.
- The programs served students in the following grades:

K-12:	1	7- 9:	1	10-12:	9
4- 9:	1	7-12:	6		

The programs designed for males and females (n = 45)

- 21 were designed for school staff who work with students in grades K-12. Virtually all had suggestions of activities to use with students.
- The student programs served students in the following grades:

K- 6:	3	4- 6:	1	7-12:	2
K-12:	2	7- 9:	7	10-12:	9

What are general characteristics of programs to reduce sex role stereotyping?

- Fourteen percent of the programs involved community representatives. Some programs were sponsored by community groups including the Girl Scouts, Boy Scouts, YWCA, and 4-H. Several large corporations including Bell Telephone, J.C. Penney, and General Electric have developed useful materials.
- A little more than a third of the programs were either designed for staff, or had a staff training component. This represents an awareness that staff can play an important role in combatting sex role stereotypes.
- There are considerably more programs for secondary level students than for elementary level students. The elementary level programs we identified tend to be materials based--revolving around classroom instruction and awareness activities. Programs for older students were more likely to involve outside resources, work in the community, etc.
- The programs tended to look at roles of males and females in society rather than focusing on specific career areas. The curriculum areas

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*The criteria were that each program must: (1) have to do with career education; (2) serve in some way to address stereotyping; (3) be designed for students in grades K-12; and (4) have some evidence for effectiveness available.

of math and science received the most attention in sex stereotyping programs. Approximately 8% of the programs were designed to encourage women to take math and science courses.

What are the needed directions?

- The emphasis on all programs should be on expanding opportunities.
- There needs to be more emphasis on the primary grades.
- The negative effects of stereotyping on boys and men should be highlighted.
- Programs should go beyond an examination of how stereotypes are developed and maintained to provide actual hands-on nontraditional experiences for students.

Sample Program to Reduce Sex Role Stereotyping

Career Internship Program

Esther Korin, Director
Board of Cooperative Education Services
West Nyack, New York

The Career Internship Program provides students with first-hand experience, exposure, and a practical understanding of the job opportunities and alternatives available to them in today's world of work. Students in grades eight, eleven, and twelve, called "interns," work with community volunteers or "mentors" to gain "on the job experience." Through the program students:

- Meet competent professionals involved in career areas related to the student's interests
- Obtain information on skills required for all types of work; including interviewing, compatability with others, reliability, and good grooming
- Learn about career options available to them after high school and how to choose and develop these options

Students are encouraged to try out careers which are nontraditional to their sex, and every effort is made to identify community volunteers who are themselves in nontraditional roles. Students apply to the program, which supplements the regular school program and is structured to last for one semester, through their guidance counselor. Pairings between interns and mentors are the responsibility of the project coordinator. Before the student-mentor pairing, the mentor receives a Mentor's Handbook which has been designed to introduce the program and to answer some of the questions that might arise during the semester. Mentors are asked to provide an atmosphere revealing the realities of their careers; the responsibilities, skills, lifestyle, expectations, and problems associated with it.

This program was selected to be highlighted at the National Conference because of its focus on hands-on experiences in the real world. Furthermore it approaches the problem of combatting sex role stereotypes from two directions: (1) students are encouraged to explore career options which are nontraditional for their sex, and (2) those students who explore traditional career options are often paired with a nontraditional mentor, for example, males interested in medicine or law may be paired with a female physician or lawyer. In addition the program takes great care to provide a thorough orientation to the program not only for students but for the community volunteer as well.

Results of the National Search: Programs Designed to Combat Race Stereotyping

How many programs were reviewed?

- We received materials and information on over 50 programs. Twenty seven of these passed the initial screening and constituted the pool from which the final programs were selected.

Target Group

- Many of the programs were designed to reduce stereotyping among both majority and minority group students. Only three programs focused on teachers and administrators.

  The breakdown of the programs in terms of ethnic focus and grade level served is as follows:

Ethnic group:

All minorities	14
Blacks	3
Hispanics	3
Native Alaskans	2
American Indians	3
Asian Pacific Islanders	2

Grade level:

K-3	0
4-6	0
7-9	4
10-12	3
K-6	3
K-12	1
7-12	3
Adult	4
Other grade combinations	9

Subject areas covered

A wide range of subject areas were covered by the programs reviewed. The most common subject area covered was ethnic studies, with a focus on the culture, history, and languages of Third World groups in the United States. The next most common subject was human relations training, which included both didactic and experiential components. Other subject areas included math, science, and history. A few of the programs focused exclusively on career education concepts and practices without reference to any subject area.

The Final Selections

The following criteria were used in selecting the final programs for dissemination:

- Representativeness in terms of grade levels, target groups, and subject matter
- Replicability: the degree to which the programs can be adapted to meet the needs of a variety of settings
- Effectiveness: evidence that the program has been evaluated and found to have had an impact
- Exportability and Practicality: the degree to which the activities and key procedures are amenable to wide-scale dissemination

Sample Program to Reduce Race Stereotyping

Bilingual Career-Oriented Curriculum Materials
Juan D. Solis, Director
Juan A. Amador, Curriculum Coordinator
The National Center for the Development of Bilingual Curriculum
Dallas, Texas

The National Center for the Development of Bilingual Curriculum is undertaking an innovative and exciting curriculum development effort to prepare career-oriented Spanish/English bilingual materials that infuse career education concepts into the regular curriculum. These materials, under development for grades six through eight, are designed to supplement instruction in the basic subject areas of language arts, social studies, mathematics, and science. To present both English and Spanish activities in a valid cultural context, the materials are not being developed through translation. Rather, they are being developed independently in both languages through comparable, but not identical, learning objectives and activities. As a result, the English and Spanish strands can be used independently, or both can be used consecutively with the same students without repetition of activities.

The purpose of the materials is not only to motivate students toward greater academic achievement in these areas but also to combat the effects

of racial and ethnic stereotyping. In addition, the materials promote the appreciation and understanding of Hispanic culture through the reinforcement of second language concepts. The sixth grade portion of the curriculum has been developed and is now being pilot-tested in six states; these materials should be available in late 1980.

The Bilingual Career-Oriented Curriculum Materials project was selected to be highlighted at the National Conference because:

- It represents a unique attempt to develop a meaningful bilingual curriculum that addresses career education issues
- It attacks race stereotyping by depicting Hispanics in a variety of occupational roles
- The materials can be used for monolingual populations as well as for bilingual ones
- It represents an excellent example of how career education concepts can be infused in materials that are relevant for culturally distinct groups

Results of the National Search: Programs Designed to Combat Handicap Stereotyping

How many programs were reviewed?

About 50 that were specifically designed for handicapped students

Whom were they designed to serve?

- The great majority are primarily for students, with only about half a dozen concerned exclusively with staff training. (Many of the former, of course, had staff training components of one kind or another.)
- About half of the student programs are "non-categorical," not being explicitly identified with a particular disability category. The rest are about equally divided among programs "for" learning disabled, mentally retarded, blind and visually impaired, and deaf and hard of hearing younsters. Many of these categorical programs are, however, quite versatile and could, depending on the individual, benefit students with any one of several disabilities, or none at all.
- Most of the programs are for students in some combination of grades 7 to 12. A few are for adults. Only about half a dozen are for young children in grades K-6, and the bulk of these are comprehensive programs spanning all 12 grades.

What subject matter areas were covered?

Very few programs are designed to familiarize able handicapped youngsters with scientific, technical, academic, business management, or other professional pursuits. Much more common are programs that teach job-hunting and other "survival" skills, or that focus on vocational areas.

Reasons for selecting programs to include in the manual

In picking programs from among those meeting certain basic criteria* we sought the following features:

- Variety in approaches taken, grade levels served, target groups addressed, and subject matters covered.
- Adaptability so that programs, or parts of them, could be altered to suit environments or target groups other than those for which they were originally designed.
- Provision of the opportunity for disabled and nondisabled children to work together.
- Inherent interest of the programs and practicality. While some of the programs are large, well-funded, and so on, none is inevitably wed to a million dollar computer or some such item. Components can be taken over and modified, often inexpensively, by people who catch the spark that so many of the programs have.

Sample Program to Reduce Handicap Stereotyping

Career Education Through Multi-Experience Centers
Beverley Deckard, Director
Quincy Public Schools
Quincy, Illinois

The Multi-Experience Centers project sponsors 11 career education centers located at various sites around Quincy, Illinois. Students visit one or more center to supplement their classroom programs. The overall purpose of the program is to provide a comprehensive career education program for handicapped students. The specific goals are to: (1) increase the career awareness of students in grades 1 through 7, (2) enhance students' self-concepts, (3) improve students' attitudes toward work and school, (4) increase teachers' understanding of career education concepts, and (5) raise the level of staff acceptance of handicapped students.

Ten of the centers can accommodate students of any grade level; the eleventh, Career City, is only for elementary school pupils. Moreover, each center offers a variety of projects and activities so that students at various levels of intellectual or physical prowess can participate. The centers, most of which have self-explanatory names are: the Clerical Center; the Construction Center; the Food Service Center; the Grooming Center; the Health Careers

*The criteria were that each program must: (1) have to do with career education; (2) serve in some way to address stereotyping; (3) be useful for disabled students in grades K-12; and (4) have some evidence for effectiveness available.

Center; the Horticulture Center; the Upholstery Center; the Laundry Center; the Maintenance and Repair Center, where students learn to repair small engines, toys, bicycles, and small appliances; the Production Services Center, where students learn skills needed in various assembly industries; and Career City, a town of kid-sized shops where grade school students have the chance to role-play various careers.

The centers were jointly designed by special and regular educators and many of the centers depend upon cooperation from the community. Coordination is maintained by staff training sessions and by provision of classroom activities that relate directly to efforts undertaken at the centers.

This project was chosen for discussion at the National Conference because it provides a comprehensive model with many desirable features, including teacher training and a commitment to community involvement. In addition, various features of the program have been replicated elsewhere and project staff are familiar with strategies for overcoming problems related to adaptation.

STATE LEVEL EFFORTS TO COMBAT STEREOTYPING

The state coordinators in attendance at the conference divided into three groups to discuss the efforts which had been undertaken in their state to address stereotyping. They shared their ideas, and offered advice on future efforts. Capsule summaries of these three discussions follow.

State Efforts to Combat Sex Stereotyping

A number of specific strategies and activities which had been undertaken were discussed. Among these are:

- Working with guidance staff was felt to be very important. Workshops for counselors which heighten their awareness of stereotyping were used in several states. Teachers were also often included in this effort. The most successful awareness sessions involved the participants in activities and provided them with concrete suggestions for future actions.

- Using the media to share information on sex role stereotyping has been a useful strategy. Career education staff have appeared on radio talk shows and have made considerable use of the news media in advertising and making the public aware of programs and activities.

- Many states have coordinated with vocational education staff, particularly each state's vocational education sex equity coordinator.

- Assessment of the current levels of sex role stereotyping among students and staff has been the focus of some states' efforts. Bias may not be recognized; therefore, it is important to try to assess its existence. This can then be used as an awareness tool and as a basis for action.

- A strong statement was made to include community based organizations. Community groups can help facilitate communications between the school, employers, and the family. They can be involved in monitoring school programs and progress, in expanding sex roles by bringing in pioneering nontraditional workers from the community to serve as role models, and their involvement can be an avenue toward obtaining additional funds.

The following overall suggestions were made to combat sex stereotyping:

- Focus on expanding options and attitudes for both sexes, not on eliminating sex bias. The latter emphasis can be misinterpreted to mean the effort is to eliminate sex identity.

- Emphasize that this is a better way to do what people are already doing. It is not another thing to do.

- Remember that career educators do not have to solve this problem alone. There are others on your side who are willing to help.

- Nothing succeeds like success. Success is the best motivator we have. Therefore it is important to evaluate your efforts so that success can be demonstrated.

State Efforts to Combat Race Stereotyping

There was general agreement that considerable problems in this area continue to exist. These problems include the high drop out rates for ethnic minorities, the high rate of school expulsions among these groups, and the general lack of academic achievement. Other problems include high rates of unemployment (particularly among youth) and the lack of suitable role models for these youth. Project Go which was carried out in Maryland was discussed in some detail. It was felt that it contained many of the critical ingredients for a successful program. These ingredients include:

- It was a collaboretive effort involving the school system, government agencies such as the local Equal Opportunity Commission, and major businesses and corporations in the area.

- Role models were provided for students. Representatives of ethnic minority groups in the professions and businesses were invited to the school to make presentations to the students. The role models were intended to convince students that things are changing and that minorities with appropriate skills and education can find responsible and rewarding positions in the system.

- A council made up of prominent community leaders and people from business volunteered to oversee and encourage the process of desegregation in the schools.

- Local industries or corporations "adopted" a school and provided a setting for field trips so that students could learn about job opportunities in the community.

- Students were provided with information on the nature of various careers and skills in finding and maintaining jobs.

It was felt that effective programs for dealing with race stereotypes should attack the problem directly. That is, stereotypes which exist in the media, textbooks, etc. should be pointed out to students so that they can learn to identify them and then learn how to deal with them. Similarly, school systems should be directly confronted with the question of what they are doing to address the problem of race stereotyping. In this regard there is a need for activities that can be infused into the regular curriculum by teachers who want to deal with the issue of race stereotyping.

State Efforts to Combat Handicap Stereotyping

A mixture of possibilities and actualities were discussed. These could be divided roughly into three categories: (1) Use of Opportunities Under Existing Legislation, (2) Training to Have an Impact on Direct Services, and (3) Improving Delivery Systems. The approaches discussed below provide some promising options. They do not, however, exhaust the possibilities and many other valuable strategies exist.

Use of Opportunities Under Existing Legislation. In Maine, the State Employment Training Council, which handles the governor's discretionary CETA funds, is using part of that money to support a project to reformat career information for disabled people. Using this money, career education is, for example, developing a tape show in which blind workers discuss the practicalities of employment and training. This is geared especially to the State of Maine.

In California, the state Master Plan for Special Education requires that career education be a component in programming for disabled youngsters and monies are made available to Master Plan districts to implement this requirement. It has been found that a well-conceived plan is necessary for this to be effective; accordingly, a rather detailed checklist of career education activities is being built into the "self-study" that each district must complete as part of the accreditation process. It is felt that having such a checklist in the self-study guide encourages staff to get involved and suggests things that they might undertake.

A variety of projects were reported under the aegis of Title IV-C. They included inservice training for staff of special programs and career exploration programs for deaf students.

Training to Have an Impact on Direct Services. Two California efforts were reported. The first was funding for projects to develop ways to include career education effectively in IEPs (Individualized Education Programs). The other was the training of teachers to use a computer-based materials network that includes information useful in improving career education for disabled students.

Idaho reported that it has been able to make use of consultants available from the Northwest Connection, a consortium serving five Pacific Northwest states; Oregon has trained more than 400 teachers in several areas including the needs of the handicapped. Nevada reports that it attempts to provide information about the needs of handicapped students to classroom teachers through the distribution of a career education publication for the special needs area.

Improving Delivery Systems. Experienced Based Career Education (EBCE) programs were reported in Maryland, Wyoming, and Maine. Several Maryland counties have modified EBCE to make it more suitable for handicapped students. For example, moderately handicapped students in Charles County enter the EBCE program in tenth or eleventh grade (as opposed to the usual eleventh or twelfth) for the purpose of career exploration and prevocational training. Students sometimes reveal previously unsuspected aptitudes in the course of this program—for example, some educable mentally retarded students working in an auto dealer's new car get-ready room did so well that they were subsequently enrolled in a modified auto mechanics program.

A program in Laramie, Wyoming employes a special education aide who modified activities and reading materials used in the EBCE program so that more disabled students can participate than would otherwise be the case. And, in Maine, the vocational education department is undertaking several projects to increase the participation of disabled students in EBCE.

Using vocational education funds, Oregon has developed materials which focus on classroom activities for special needs students. Efforts in

Minnesota to date have focused on post-secondary activities while Indiana reports its efforts to combat handicap stereotyping have been helped along by national professional organizations and various book companies anxious to meet the needs of their clients.

Areas Which Need More Attention. The following areas were identified as ones in which further equity efforts are needed.

- Educators need to be made more aware of the capabilities of the handicapped. Similarly, an effort should be made to educate the community regarding the capabilities of the handicapped.
- Educators need to have a better understanding of the specific skills required by various jobs so that more appropriate training of students and a better match can be achieved.
- Handicapped students should be mainstreamed in career education and vocational education programs and support services provided to them as necessary.
- Schools should work closely with the parents of handicapped students.
- Services for the mentally handicapped especially need to receive attention.
- Handicapped students should be exposed to a variety of occupational options, and should be told everything "up front."
- Follow-up services for handicapped students are important.

ORGANIZATIONS THAT CAN HELP

Many national organizations are concerned with combatting stereotyping and are avialable to be engaged in collaborative efforts with career educators. Several of these organizations which are based in Washington, D.C. were invited to the conference. A representative from each organization gave a brief presentation on what their roles and activities are, what they recommend, and

some suggestions on how they might help. (The addresses of these organizations, as well as those of all conference participants, are contained in the appendix.) Synopses of these presentations follow.

NATIONAL ORGANIZATIONS CONCERNED WITH COMBATTING SEX ROLE STEREOTYPING

National Organization of Women (NOW), represented by Lucille Toro, Chairperson of the Education Discrimination Committee

NOW is vitally concerned with the economic impact which sex role stereotyping has on women. They are concerned that the education system still prepares women for "Cinderellahood." NOW has local chapters throughout the United States who could be tapped as a resource. They suggest:

- Parents in the district who are also NOW members can be called upon to offer support.
- From kindergarten through high school, students must be encouraged to aspire to anything and not be limited by sex roles.
- The problem should be attacked with a positive attitude.

National Advisory Council on Women's Education Programs, represented by Ellen Hoffman

The National Advisory Council on Women's Education Programs is concerned at a national level with matters related to women. They make recommendations to Congress and the Secretary of the Department of Health, Education, and Welfare regarding policy development and implementation. They monitor the Office of Education's Women's Educational Equity Act Program and conduct and publish studies on older workers, single parents, displaced homemakers, rural women and girls, etc. Since their focus is at the national level they have not been involved with local or state level activities; however, they can definitely be used as an information resource. The areas they will be following with interest in the future are:

- The renewal of the Vocational Education Act
- The establishment of the Department of Education
- Youth employment legislation.

The Council feels all of these should be infused with concern for the particular needs of women and girls.

Project on Equal Education Rights (PEER), represented by Holly Knox

PEER is concerned with sex equity in public education and is involved in disseminating information to parents and community groups. They have observed a new conern for equity in careers whereas previously most interest was on textbooks and athletics. PEER feels a concern over equity in education is very positive. It indicates a faith in education and a desire to improve it rather than "pulling out." PEER has prepared Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools. This resource was praised by State Coordinators who had used it. It contains information on how to review schools for

equity, where to obtain help, strategies for change, and a list of useful resources. It may be ordered from PEER at 1029 Vermont Avenue, N.W., Suite 800, Washington, D.C. 20005.

NATIONAL ORGANIZATIONS CONCERNED WITH COMBATTING RACE STEREOTYPING

National Council of La Raza, represented by Frank Rueda

The National Council of La Raza is an Hispanic organization based in Washington with 100 affiliates across the nation. They sponsor and/or conduct education and employment programs for Hispanic youth. In these programs much emphasis is placed on breaking down stereotypes which tend to depict Hispanics as members of youth gangs or as lazy "ner-do-wells." They recommend:

- There must be more concern for migrant families and education. Some Hispanic migrants attend three and four schools in a single academic year. Ideally they would like to see an Office of Migrant Education established as a part of the U.S. Office of Education.
- Community-based organizations are valuable in reaching and working with Hispanics. One of their efforts, Project Independence, places members of a community based organization in the school as counselors. The counselors' main objective is to encourage youth to stay in school. They stress the importance of education in obtaining work. In general, community based organizations can be used to ease the transition from school to work.
- A great effort must be made to convince Hispanic youth that anything is possible. They must aspire to all levels of careers.

Institute for the Development of Indian Law, represented by Michael Nephew

This group tries to combat the many stereotypes which are still held about American Indians. ("Do you live in a teepee?" "Do you use regular currency?") They have developed programs to teach adult Indians some basic "survival skills" particularly pertaining to relationships between the federal and tribal governments and who has jurisdiction in what situations. However, they feel it is vitally important to work with students who are still in school; to encourage them to aspire to higher levels of education and jobs. For all Indians the stereotype that "You're an Indian: the government will provide for you" must be combatted. In almost every major city there is a community group for Indians. These groups can be engaged in collaborative efforts with career educators.

Japanese-American Citizens League, represented by Ron Ikejuri

Asian-Americans suffer from a double stereotype of being different from the majority and from being the "model minority." Because they have been quiet, not rocked the boat, people assume they are at the top. But Asians are not at the top. They are not involved in policy making positions. The stereotype is that Asians are nonverbal and therefore make better engineers, pharmacists, mathematicians, etc. JACL feel they excel in these areas only because they have been pushed into them. It is now time to push in other areas as well. Since we do not have any choice in being male, female, or of color, all must have equal career opportunities.

The Council on Interracial Books, represented by Bradford Chambers

The Council monitors books and curriculum materials (including career education materials) for race, sex, disability, and age stereotypes. In their 1972 survey of career education materials, they found Blacks were always grinning in pictures and that the books avoided any discussion of racism, or the problems minority kids are going to have. In many respects it is going to be rough going. The purpose of discussing racism is not to dissuade kids from entering various areas, but they should know how tough it may be. They need to have a realistic view.

The Council recommends five ways of dealing with racism in the schools:

(1) Involve students themselves in the analysis. Biased materials can be used to counteract bias. Students can identify it and are therefore more aware of it generally.

(2) When inviting members of the community to participate in classroom or school discussions, be sure to invite affirmative action types--feminists and activists.

(3) When conducting research--inquire into the historical roots and involvement of racism. There is a need to examine why it developed. This will help foster a solution.

(4) Be on the lookout for dead-end jobs--nontransferable skills. Students should not be encouraged into those areas.

(5) Examine realities of racism in the school and if it is there, attack it head on. Do not try to hide or ignore it.

The Council has developed materials which may be useful to schools in combatting stereotypes. These include a fact sheet on institutional racism and sexism and a pamphlet on ten quick ways to analyze books for sexism and racism.

National Caucus of Black School Board Members, represented by Barbara Lett-Simmons

Because education and the schools are the closest link to the majority culture for most minorities, they can be vital vehicles in combatting stereotypes which are present in the culture at large. Some of the major keys to breaking down stereotypes are:

(1) Everyone must understand his or her own wants and desires first. Then it is possible to understand those of others.

(2) It will take a concerted effort to unlearn the programming which stereotypes produce. Both minority and majority group members must unlearn stereotypes.

(3) We can delude ourselves into thinking that progress is being made because one highly visible minority person does well. Nonwhite people cannot continue to fight over the same share of the pie; their share must be expanded.

NATIONAL ORGANIZATIONS CONCERNED WITH
COMBATTING HANDICAP STEREOTYPING

Alexander Graham Bell Foundation for the Deaf, represented by Kenneth R. Lane

A.G. Bell includes members of various professional and commercial groups concerned with hearing impairment; affiliated with A.C. Bell are over 200 groups of parents of deaf children. The foundation does research expanding employment opportunities for the deaf, offers educational consultation, provides scholarships for oral deaf students, assists schools attempting to provide better education for deaf students, and works to promote teaching of various communication skills. A.G. Bell has an active publicity program.

National Association for Retarded Citizens, represented by Paul Marchand

NARC is the largest volunteer organization in the U.S. dealing with handicaps. There are 1,900 local associations. The primary function is to raise money for direct services to handicapped people, particularly retarded citizens. Retarded citizens are one of the most misunderstood groups. There are approximately 3,000,000 of them, and 80% are mildly retarded and very capable of learning.

NARC recommends:

- On-the-job training for retarded citizens. It is a great conduit for job placement.
- Using people in the community as links to job training and placement sites. NARC can provide schools with lists of people throughout the U.S. who have volunteered to serve as these links.

Bureau of Education for the Handicapped, represented by Michael Ward

The Bureau feels that career education is entirely appropriate for handicapped people. The stereotype is not to expect handicapped people to have careers--someone will take care of them. But this need not be so. However, most handicapped people have to choose a job without knowing what kind of jobs are available. They do not get an opportunity to experience a wide range of careers. The following are recommended:

(1) A greater use of role models for handicapped people. They must know and see what they can become.

(2) Educators should ensure that the 10% set aside for vocational education for handicapped is being used. In many cases it is not used.

(3) Educators must make sure at the local level that vocational and career training is going on for the handicapped. They cannot be left out.

Closer Look, represented by Marie Ormsby

Closer Look, which has been in operation since 1970, serves as an information center for parents of handicapped children. It provides information about educational rights and on additional sources where services can be

obtained. This information is geared to geographical area and the child's age and disability. A new project, PAVE (Parents Advocates for Vocational Education), is working with parent groups to encourage improvements in vocational opportunities for handicapped youth.

Association for Children with Learning Disabilities (ACLD), represented by Louise Hullinger

ACLD is an organization of parents and professionals concerned with improving services for learning disabled children. It is a nationwide group concerned with all aspects of programming and remediation. There is a heavy emphasis on parental involvement, information dissemination, and direct services through over 750 local chapters, spread among 49 states. ACLD is eager to work with schools in identifying learning disabled children and planning programs to resolve their underlying difficulties and any attendant academic, social, or behavioral problems.

National School Boards Association (NSBA), represented by Steven Kreimer

Influencing school boards is a critical step in providing improved services for handicapped students. NSBA has produced a series of films dealing with career education from the point of view of school boards. Part of this concerns career education for handicapped students. These films may be obtained by contacting the National School Boards Association in Washington, D.C.

American Coalition of Citizens with Disabilities, Inc. (ACCD), represented by Jane Razeghi

ACCD is a national organization of 95 member groups. They have identified successful disabled people all over the U.S. NCCD feels that career educators should use disabled people in the inservice sessions, workshops, etc. since they are excellent role models for handicapped as well as other students.

ACCD has assembled a large network of people who are interested in being volunteer consultants at the national, state, and local levels. They will be happy to share the names of these people with educators.

THE NEXT STEPS

At the conclusion of the conference, state coordinators began to make plans to continue the effort in their states. The situation in each state is different--the needs, target populations, level of current awareness, and available resources all vary and all must be considered. While the evaluations of the conference provided by the participants was very positive, the true test of its effectiveness will be revealed in the months or even years to come. The conference and this document which results from it were designed to heighten awareness, spark ideas, and create a network of individuals committed to expanding career options for all individuals. A start has been made; an expanded effort must now begin.

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